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be made effective and carried on and delivered to the next generation, must be safeguarded as one of the most precious heritages of education as it is of all other activities in the world. . .

"It seems to me not enough to blame the attitude of society nor to plead freedom from obligation on the part of the college because of the indifference of the college student. There is something more to it than all this and that is that there shall be among college instructors and college officials a sense of conviction, a fervor for broadening and deepening intelligence, and an evangelism in preaching this which shall carry conviction to men and women, and to boys and girls, as it has never yet been carried. . .

"Just as there never was a greater crisis in history and just as there never was a greater obligation on men anywhere, so there was never a greater opportunity than at the present time for the colleges to make their men know that the world progresses by effort and that, in progressing by effort, it makes itself competent and increasingly strong for new effort through which there shall be given to man the capacity for new breadth and new liberality and a still more accurate correction of the great working hypothesis which we call life."

PRESIDENT HOPKINS, *Dartmouth College*.

THE ORGANIZATION OF SCIENTIFIC MEN.—"There is scarcely any group that has been so backward in democratic organization as men of science; there is no other in which the conditions make the right kind of organization more necessary.

"In the slow movement toward democracy men of science have played a curious part. Their work has made democracy possible, although this is a result that as a group they have neither sought nor recognized. They have indeed often regarded it as ignoble to do useful or profitable work and have not accepted as equals those who did such work. Men of science have come from the privileged classes or have been dependent on them. They do not earn their livings by scientific research, but are usually amateurs, having either inherited wealth or doing other work for the support of their families. The most typical scientific man today is a university professor, meagerly supported by charity to tutor the children of the well-to-do, devoting his spare time to science from curiosity and emulation. . .

"The situation for science is slowly improving, but through the working of economic forces, rather than through the efforts of scien-

tific men. Students in medical, engineering and scientific courses must be trained by professors competent in science, and the university recognizes the advancement of science and scholarship as one of its functions. Foundations are endowed expressly for scientific research. Commercial firms need chemists, physicists and biologists in their business, and patent laws make some kinds of research profitable. The government has learned that it pays to employ scientific men for practical results, and that in some directions new investigations must be made. It is recognized that research not obviously and immediately useful is necessary, although no satisfactory method has been devised to defray its cost. . .

"If a group of nations may make the maximum military establishment of a given nation a hundred thousand soldiers, it can perform a more useful function by making the minimum scientific establishment a hundred thousand men engaged in research. . .

"The adjustment of scientific men and their organizations to modern democracy has been slow and partial. The land that is the 'mother of parliaments' was responsible for the organization of the first special scientific societies. The Linnean Society for the promotion of zoölogy and botany was founded in 1788; the Royal Astronomical Society in 1820; the Zoölogical Society in 1825; the Chemical Society in 1841. In Germany, under the leadership of Humboldt the first national association for the advancement of science was established in 1828; the British Association followed in 1831. There are now special scientific societies for different sciences and national associations for the advancement of science in all the greater countries.

"The American Association for the Advancement of Science held its first meeting in 1848, being the continuation of the Association of American Geologists and Naturalists, founded in 1840. The American Chemical Society was organized in 1876; the American Society of Naturalists in 1883; the American (then the New York) Mathematical Society and the Geological Society of America in 1888. The national associations for medicine, engineering and education were organized at a comparatively early period. There are now more than fifty national societies in the United States devoted to the different branches of science. . .

"Unlike the worldly-wise steward in the parable, the scientific man can dig, and to beg he is not ashamed. He digs for others, and

then begs for a bit of the gold that he has dug. But why should he not keep for himself and for his work part of the treasure that he discovers? The applications of electricity due to research work in the laboratory add billions of dollars a year to the wealth of the world. Why cannot scientific men learn how to retain even one per cent of such wealth, which when reinvested in research would again yield high usury to science and to society. It is a long way, but the world does rise slowly in spiral courses to higher levels. The prime mover is scientific research and its applications. Without the commerce and the industry created by science, there could be only a hereditary aristocracy of privilege and wealth controlling slaves. We have now reached the stage where we can at least foresee economic freedom for all. People must be fed and sheltered before they can be happy and free; they must be happy and free before they can be good and wise. Economic liberty must precede intellectual liberty. Science and its applications should be the chief concern of a democratic nation that would preserve its democracy and advance the freedom and the welfare of its people.

J. McKEEN CATTELL, in the *Scientific Monthly*.

EDUCATION FOR SYMMETRY.—Another point is that we find our conventional curricula are occupied chiefly in furnishing students information, and teaching them to think. Those two items cover most of the program of our colleges. But life does not consist simply of thinking. Life includes doing, willing, undertaking. Life demands courage, initiative, resources; it demands such a knowledge of one's powers that he can get only by using those powers, and we come to the conclusion that any educational system is fatally weak which includes only a training in knowing and thinking, and does not include a training in daring, in doing, and in all of those qualities that count in action and undertaking as well as in thinking.

J. H. MORGAN,

Proceedings, Association of American Colleges.

MENTAL TESTS AND COLLEGE TEACHING.—“In tables such as these lies the explanation of the failure of intelligence tests and grades to show a reasonable degree of correspondence. These tables reveal also what should be considered the important college waste heap,